

History at St Benet Biscop



YEAR 11

Paper 2 Depth study: Early Elizabethan England 1558-1588.
Social conditions in England.

Paper 1 Medicine: 1250-1800
Understanding the how the rise and fall of the church influenced the understanding of the cause, treatment and prevention of disease.

Paper 1 Historic Environment.
Medical treatment on the Western Front

Paper 2 Depth study: Early Elizabethan England 1558-1588.
Review of the religious and economic challenges that Elizabeth faced.

Revision

YEAR 10

Paper 3 USA abroad 1954-1974. USA involvement in Vietnam, reactions and reasons for decline.

Paper 1 Medicine: 1800- present day. How the scientific revolution has improved the understanding of the cause, prevention and treatment of disease.

Paper 3 USA at home 1954 to 1974: Including the Freedom Rides, Greensboro Sit ins and the March on Washington. The rise of Peaceful protest and Martin Luther King, the impact of violent protest. Analysis of the effectiveness of the Voters rights Act and the Civil Rights Act

Paper 3 USA at home 1954 to 1974: The importance of Plessy V Ferguson for enforcing the Jim Crow Laws. Early challenges including the Bus Boycott and the desegregation of Education

YEAR 9

Paper 2 Depth study: American West 1835-1895
Settlement on the Plains and the movement West.

Paper 3 USA at home 1954-1974: Protest, progress and reform. Different types of protest, their effectiveness and the success of the movement by 1968.

Paper 2 Depth study: American West 1835-1895
The development of Cattle ranching and the conflict that this created.

Paper 2 Depth study: American West 1835-1895
The demise of the Plains Indians.

YEAR 8

Local study: The influence of the North East on the British Empire.

Conflict at home and abroad: WW2
How WW2 affected the soldiers fighting and people at Homefront.

Political factors: Dictatorships. The rise of Nazism and it's impact on the people who live through it.

Religious factors: Elizabethan religious settlement. Elizabeth's attempts to solve the religious problems she inherited when she became queen.

Social factors: Race relations in Britain. Evaluating the treatment of immigrants who arrived in Britain to rebuild after ww2.

Local study: The influence of the North East on Britain from Viking to modern day

Social factors: What was the changing position of women? Comparing the rights and opportunities that women received across History.

YEAR 7

Local study: The influence of Newcastle on Britain from Rome to modern day.

Economic factors: Chattel slavery. The impact of the transatlantic slave trade.

Political factors: Communism. The rise of communism and it's impact on relations between Russia and the West.

Religious factors: Is religious war justified? Reasons for and impact of the crusades on the East and West.

Economic factors: The rise and fall of African empires.

Social factors: What was the most deadly time period? Looking at living conditions from Britain's history.

Political factors: The development of democracy.

Conflict at home: Medieval Britain. How did William win the battle of Hastings and consolidate his control of England.



History curriculum vision

The History curriculum has been designed to contribute to students becoming the 'St Benet Biscop' student. The content has been designed to give a broad understanding of the rich History of Britain and a sense of its place in the world. Students will also study a local history topic to ensure that they appreciate the contribution of their community and its significance in History.

The curriculum has been organised thematically, this facilitates the use of second order concepts and allows for clear progression across the Key stages. The curriculum allows for rich contextual knowledge, but also aids the identification of broader links which students need to be effective historians.

The curriculum helps students to understand the chronology of each theme, these are the building blocks of History upon which other skills are developed. By taking a thematic approach students will foster skills and understanding which allows them to describe and explain key events, their causes and consequences.

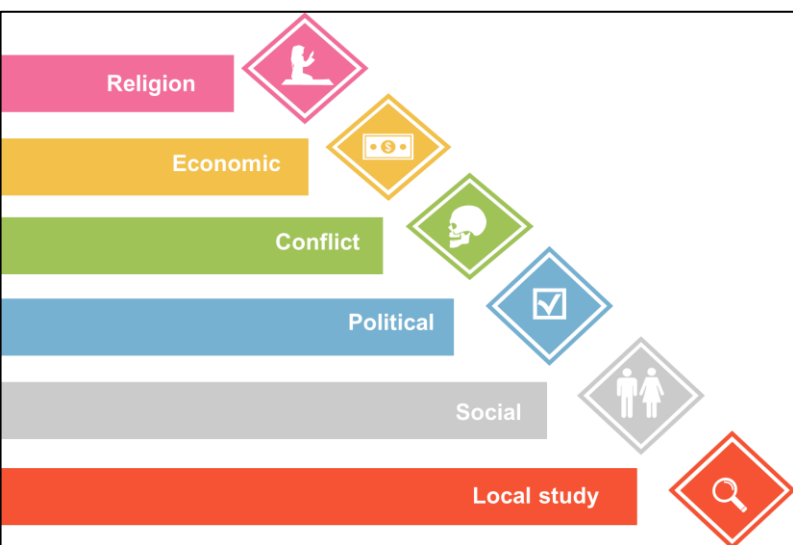
The skills and knowledge that we wish students to cultivate have been developed through key themes and gradually increase in difficulty across the curriculum, culminating in our pupils becoming well rounded *St Benet Biscop Historians*. In lessons students are expected to be analytical of issues and come to clear *opinions* and judgements with sound rationale/ justification. To *analyse* sources/interpretations and information.

The *St Benet Biscop Historian* should also develop skills that transcend the classroom making them employable. Through content and enquiry students are encouraged to have empathy with others, experience history beyond the classroom and have a clear understanding how they 'fit' into what we have studied by engaging with the History curriculum.

What will the History Curriculum 'look like'?

- The curriculum provision focuses on 5 key elements that provide the building blocks for Historical success : These are a **Historical knowledge**, **Shaping knowledge using second order concepts**, **Historical skills and enquiry**, **Historical vocabulary** and the **St Benet Biscop Historian**

Historical Knowledge	Shaping knowledge using second order concepts.	Historical skills and Enquiry	Historical vocabulary	The St Benet Biscop Historian
Detailed chronological knowledge of the key features and characteristics of a period.	Detailed understanding of historical events; characteristics, similarities, differences and reasons for changes. Detailed evidence of understanding of key factors and their influence which can lead to change. Detailed understanding of links between events and time periods.	Demonstrates detailed understanding of how to conduct an enquiry using historical questions, skill, sources of information and interpretations. Structures and discusses opinions with specific detail, whilst acknowledging reasons for differing points of view.	Consistent accuracy of spelling, punctuation and grammar. Using a wide range of Historical words appropriately	Celebrates the uniqueness of each individual. Respects the environments we share. Promotes our school positively in the local, regional and international community. Have empathy and understanding for others.



A thematic approach

Our 6 factors will be taught throughout the key stages with KS3 providing the foundations for success in History, further education and employment. We have chosen these factors to help knit the core events of History together through a common language for learning for our pupils. This thematic approach provides a interconnected way of thinking about history as pupils progress through the key stages. The common factors and language allow pupils to make their own connections and build upon prior learning asking questions as they move forward. They are the building blocks of history which allow students to identify continuity/change, significance etc. At KS3 our recurring factors each year are:

Religion: How have religious beliefs in Britain influenced life at key points in British History? Looking at the positive and negative role that religion can have on society and it's people.

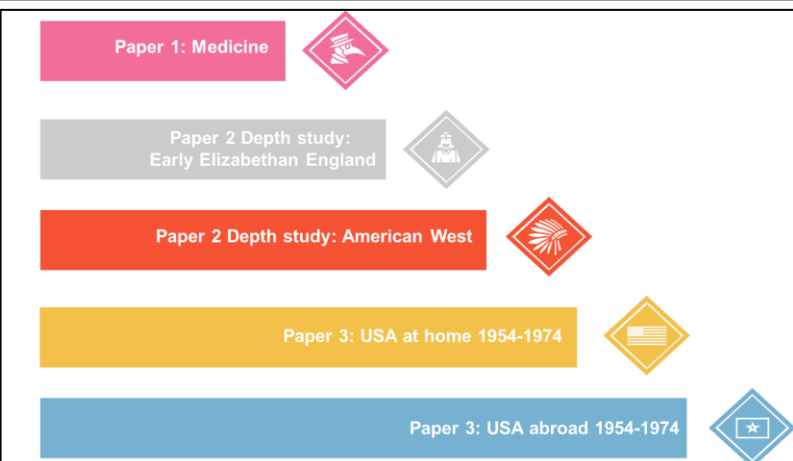
Economic: Focusing on the trade between Britain and other nations. Students are given the opportunity to explore in depth the foundation of empire and it's evolutionary role within the transatlantic slave trade.

Conflict: Focuses on the impact of key conflicts on the people of Britain and the countries with which they are fighting. Students will also have the opportunity to understand the evolution of modern conflict.

Political: Pupils are introduced to key political systems (Democracy, Communism and Extremism). In each year they will investigate the evolution and impact of different political systems of governance.

Social: Pupils are given the opportunity to explore the impact of history on specific groups of people. For example they will look at the developing role of women and race relations.

Local study: The aim of this unit is to celebrate the history of the local area and it's contribution to Britain and the world. As the Key stage progresses the lense through which students assess the area and it's impact on the world expands.



GCSE History

The KS4 provision focuses on the Edexcel History GCSE syllabus. Topics of study include medicine through time, with an enquiry on the Historical environment of WW1, Early Elizabethan England 1558- 88, The American West 1835-1863 and the USA, 1954-1975 conflict at home and abroad. Students are also encouraged to formulate and justify their own opinion about continuity and changes to society, by considering different viewpoints, values and attitudes. All of our pupils having studied the KS3 curriculum will already have a foundation of these concepts on which to build upon through the GCSE Course.

The subject content is split into four units:

11. Medicine in Britain 1250-1present day and the British sector of the Western Front 1914—18: injuries, treatments and trenches

This breadth study unit is concerned with understanding how the key features in the development of medicine were linked with the key features of society in Britain at each point studied. As the study progresses students will develop an understanding of the nature and process of change analysing patterns, turning points and the influence of the factors.

B4 Early Elizabethan England 1558-88

This depth study focuses on the complexity of Elizabethan society, the problems that Elizabeth faced on ascension to the throne and requires students to evaluate the successfulness of the solutions which she implemented. Students will be expected to analyse the impact of factors (religious, social, economic and political) which caused problems that gripped England in this time period. Students will identify key features of the time and apply second order concepts such as continuity, change, consequence, similarity, difference and significance to analyse the impact of events.

24/25. American West 1835-88

This depth period study focuses on the unfolding narrative of the key developments and issues associated with the American desire to fulfil their 'manifest destiny'. The course will develop strong chronological understanding of the period studied and will facilitate narrative connections across the period.

33. The USA, 1954-1975 conflict at home and abroad

The unit is a depth study which focuses on 21 years of American History. Students are required to understand the social, political, economic, cultural and military aspects at play during this time period. Through the analysis of sources and interpretations using their own knowledge students should be able to appreciate the reasons for different opinions of the events that unfolded and reach their own substantiated judgments about them.